

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter explains the review of related theories in this research. It includes the theory of language learning strategies, classification of language learning strategies and BIPA to support the content and the analysis.

2.1 Language Learning Strategies

Learning strategy is really important in teaching and learning Bahasa Indonesia to comprehend the meaning of language. By employing learning strategies, it helps students to overcome their weaknesses in learning. Strategies are most often conscious and goal driven. Brown (2007, p. 119) define strategy is a specific method in approaching a problem or manipulating information to achieve the goals.

Next, Chamot (2004, p. 14) states, learning strategies are the conscious thoughts and actions that students take in order to achieve a learning goal. In addition, Wenden and Rubin (in Zare, 163) says that learning strategies as - any sets of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information". Furthermore, Kayaoglu (2013, p. 38) point out that learning strategies are largely considered to be goal-oriented specific behaviors and mental operations that the learner employs consciously or unconsciously to facilitate learning and to ease the acquisition, storage, retrieval and use of information. Hurd & Lewis (2008, p. 41) also explain that language learning strategy has contribution to independent language learning which leads to improve students' language learning. Furthermore, foreign students

are developing student's autonomy, which involves deciding on using learning strategies and tactics that are relevant to their tasks and goals to enhance their language learning.

From those points, it can be concluded that language learning strategies are a process which consciously selected by the students for received the lesson or solving the problem. Learning strategies represent one of the key determinants of language acquisition and educational achievement. It is also enable students to become more independent. Students can also improve their communicative competence, because they can access authentic learning resources. By applying language learning strategies, students will increase their better learning process.

2.2 Classification of Language Learning Strategies

There are some classes of language learning strategy. Oxford (in Brown, 2007, p. 141) classifies the general strategies into direct and indirect strategies. The direct strategies consist of memory, cognitive, and compensation strategies. The indirect strategies include metacognitive, affective and social strategies.

2.2.1 Direct Strategies

The direct strategies are giving beneficial to students because they help storing and recovering the information. These strategies help students to learn how to produce the language, even they lack of knowledge. They also help to understand and use the new language. The kinds of direct strategy are memory, cognitive, and compensation strategies.

2.2.1.1 Memory strategy

Memory strategy includes the mental process to store new information in the memory and get it back when we need. The students arrange simple principles, such as arranging things to make associations that must be personally meaningful. This memory allow students to store vocabulary and then retrieve it when they need for communication. Memory strategy relate to how students remember language by grouping, associating or semantic mapping (Chiya, 2003, p.16). Furthermore, Griffiths (2004) states that memory strategy relate to how students remember language, such as grouping or using imagery.

Oxford's (in Brown 2007, p.141) classifies memory strategy into four categories, those are creating mental linkage, applying images and sounds, reviewing well and employing action.

Creating mental linkage is one action which the students make a group, review the material with their friend and placing new words into a context. Many learner's use of visual images and sounds to connect words and phrase, but some found it easy to connect words and phrase by using physical response or sensation (touch) and using mechanical techniques. In reviewing well, it can be done by structured reviewing. The last is employing action, it can be done by using physical response or touch and using mechanical techniques or motion.

2.2.1.2 Cognitive Strategy

Cognitive strategy refer to procedures and activities which learners apply to improve their ability to learn or remember the materials, and solve the problems (Zare 2012, p. 166). According to Oxford (in Brown, 2007, p. 141), cognitive

strategy is the learning strategies that can be specified to a domain or content. This strategy will transform target language by repeating, analyzing, or summarizing. Some actions for this strategy are practicing, receiving and sending messages, analyzing & reasoning, and creating structure for input and output.

Practicing is the most important in this strategy it is usually done by repeating, working with sounds and writing systems. Receiving and sending messages are used when students try to find out the main idea by skimming and scanning.

The adult students commonly use analyzing and reasoning strategies and it useful to understand the meaning and expression of the target language. It includes:

- 1) Using general rules and applying them to the target language,
- 2) Analyzing expression in order to understand the meaning of the whole expression,
- 3) Analyzing contrastively, such as comparing elements like sounds, vocabulary and grammar to determine the similarities and differences,
- 4) Translating as the basic for understanding and producing the language,
- 5) Transferring the knowledge, concepts, or structure from one language to another,
- 6) Creating structure for input and output by taking notes, summarizing and highlighting.

2.2.1.3 Compensation strategy

Compensation strategy allows the students to use the language either in speaking or writing activities. It also enable students to comprehend and produce a new language and improve the lack of grammar and vocabulary. Griffiths (2004) states that compensation strategy enable the students to make up the limit of their knowledge. In addition, Chiya (2003, p. 17) compensation strategy should be taught to students in order to develop linguistic flexibility.

Oxford (in Brown, 2007, p. 141) classifies the compensation strategy into two aspects, guessing intelligently in Listening & Reading and overcoming limitations in Speaking & Writing.

Guessing intelligently can be achieved by; 1) using linguistic clues: the students using and searching language based clues to guessing of what have been read and heard. 2) using others clues: the students using and searching non language based clues, such as situation, text structure, personal relationship, etc. to find the meaning of what is read or heard in target language.

Overcoming limitations in speaking and writing can be achieved by;

- 1) Switching the mother tongue that can help the learner's expression without translating,
- 2) Asking someone for help to provide the missing expression,
- 3) Using mime or gesture if they have difficulties to indicate the meaning,
- 4) Avoiding communication to anticipated difficulties partially or totally,
- 5) Selecting or choose the topic of conversation and make sure it is the topic that the learner understand before,

- 6) Omitting some items which have similarity, such as pen with a pencil,
- 7) Coining the words or create new words to communicate the needed idea,
like paper holder for notebook
- 8) Using a circumlocution or getting the meaning by describing the concept,
- 9) Using synonym or using some words.

2.2.2 Indirect strategy

Indirect strategy is the strategy that limited to a supportive role without directly related to the interaction of the language itself (Oxford in Brown 2007). The kinds of indirect strategy are metacognitive, affective and social strategy.

2.2.2.1 Metacognitive strategy

Metacognitive strategy is the efforts to help the students more understand the way of learning and solving the problem. This strategy help the students to decide their opportunity, direction, purpose and to see their own progress in learning (O'malley and Chamot in Anderson, 2005). The students that have disabilities in learning, become aware of how they learn, they will use these processes to gain new information. Therefore, this strategy successfully teachable. Metacognitive strategies are used to supervise, control or self-direct language learning. They involve different procedures as planning, prioritizing, setting goals, and self-management (Zare 2012, p. 165).

Oxford (in Brown 2007, p. 141) classifies metacognitive strategy into three specific aspects, centering the language; arranging and planning; and evaluating the learning.

First is *centering your language*. It contains:

- 1) Overviewing and linking with the previous material with make outline about key concept or set of material that will be discuss in upcoming learning activity and connecting it with previous material that they have known
- 2) Paying attention is determining in development to pay attention in general or specific aspect in language learning task,
- 3) Delaying speech production to focus on listening is determining in improvement to delay speech production in order to make listening skills is developed.

Second is arranging and planning. It consist of:

- 1) Finding out about language learning by reading books and asking to someone about language learning. Then, using the information to improve language learning of the students,
- 2) Organizing or optimize learning ability by understanding and using conditions related with language learning,
- 3) Setting goals and objectives include long term goals and short term objectives,
- 4) Identifying the purpose of a language task means determining of every language learning task, including all of the skills, those are speaking, listening, reading and writing,

- 5) Planning for the elements and function is needed to anticipated language task or situation,
- 6) Seeking practice opportunities or practice the new language in every situation or creating the opportunities.

Third is *evaluating your learning*. It includes:

- 1) Self-monitoring. It is identifying the errors or mistakes that made by the students in understanding and producing the new language.
- 2) Self-evaluating. It is evaluating the learner's works or progress in learning language.

2.2.2.2 Affective strategy

Affective strategy has close relationship with social-mediating activity and interacting with others in order to help learning. It is designed to reduce learner's anxiety, so they will not be afraid to make mistakes and be panic if they do not understand about the material. Rubin (in Griffiths, 2004, p. 11) states successful learners had a strong desire to communicate, were not afraid of being wrong or appearing foolish

According to Zare (2012, p. 166) good language learners relatively aware of these emotions and they try to build positive feelings towards the foreign language and its speakers as well as the learning activities. Furthermore, Oxford (in Zeynali, 2012, p. 12) argue that affective strategy showed a negative link with some measure of L2 proficiency. One reason might be that as some students progress toward proficiency, they no longer need affective strategies.

Oxford (in Brown 2007, p. 141) classifies affective strategy into three aspects, lowering anxiety, encouraging the students and taking emotional temperature.

1. In lowering anxiety, the students using progressive relaxation, deep breathing, make our mind relax with listening to music, and make a mind relax for a moment with laughter, by reading funny story, watching comedy movie, etc.
2. *Encouraging* yourself with making positive statement by writing or saying positive statements to make confidence in learning. Taking risk wisely by consider that risk is one of good judgment. Did not afraid to make a mistake. Rewarding yourself with giving reward every good performance or works.
3. Taking emotional temperature can be achieved by listening to the body, use checklist, writing a language learning diary and discussing the feeling with someone. Listening to your body means give attention for signal of the body, positive and negative. Using checklist to determine feelings, attitudes, and motivation in specific or general language task. Writing a language learning diary to manage the progress of learning, it is like track record book. Additionally, discussing your feeling in learning with someone else.

2.2.2.3 Social strategy

Social strategy is the strategy to help the students interacting with another person in the classroom and when interacting with native speakers of the target language. According to Chiya (2003, p. 20) social strategy will help the students become positive learners. This strategy allow students to interact with peers, which is necessity for acquiring knowledge. Moreover, Zare (2012, p. 165) states

that social strategy relate the activities in which student's great opportunities to practice their knowledge. This strategy contribute the students to learned directly since they do not lead directly to the obtaining, storing, retrieving, and using of language. Furthermore, Zeynali (2015, p. 12) claim that social strategy deal with the people as surrounding the students and the environment as well.

Oxford (in Brown, 2007, p. 141) classified social strategy into three categories, asking questions, cooperating and empathizing.

First is asking questions, can be described as 1) asking for classification is asking the speaker to more slowly down, asking to repeat, or asking to get feedback, 2) asking for correction is asking someone for correction in conversation, it is not only common in conversation, but also applied in writing.

Second is cooperating with others can be applied by 1) cooperating with peers, it is working with other learners to improve language skills, it may in pairs or small groups, 2) cooperating with proficient users of the new language is working with proficient learners or native speakers.

Third is empathizing with others. It involves; 1) developing cultural understanding is to be respect with others people toward learning and culture, 2) becoming aware of someone else thoughts and feelings can be applied by observing and asking about behaviors, thought, and feelings of others learners.

2.3 BIPA

Indonesia Language for Foreign Speaker (BIPA) is a program to learn Bahasa Indonesia, arts, and cultures for foreign students. The existence of BIPA in

University of Muhammadiyah Malang cannot be separated from the Ministry of National Education designated UMM as organized Bureau Planning Program and Overseas Cooperation. BIPA participants are foreigners from various countries who are interested in learning Bahasa Indonesia and culture through Darmasiswa program (BIPA, 2015).

2.3.1 Darmasiswa Scholarship

Darmasiswa is scholarship program given by Indonesian Government represented by National Education Department, to foreign people to learn language and culture of Indonesia in some universities in Indonesia. These program aimed to promote Indonesian education, exclusively in higher education to the international world. Every students is given the opportunity to learn about Indonesian culture, through various science discipline at several universities in Indonesia, such as language, arts, traditional dance and all of the culture that exist.

Darmasiswa has been held since 1974 and currently has been 5857 students from 78 countries participated in this program. At its inception, this program followed only member countries of the Association of South East Asian Nations (ASEAN) only. However, since 1976 several students from Australia, Canada, France, Germany, Hungary, Mexico, Netherlands, Norway, Sweden, and America are also interested, China and Poland, and others were interested to participated in this program (BIPA, 2015).

University of Muhammadiyah Malang is one of the universities designated by the Ministry National of Education as a partner organizer Darmasiswa program

since 2006, principally in teaching language and culture of Indonesia. Darmasiswa over shade in Bureau of Planning and Overseas Cooperation Ministry of Education and Culture of Republic Indonesia.

BIPA UMM provides professional lectures who are officially the lectures of the University of Muhammadiyah Malang. Those lectures are provided to help the students in learning Bahasa Indonesia and Indonesian culture. The cultures that they will learn is from certain regions of Indonesia, such as Borneo, Papua, Sumatra, Sulawesi, West Java, Central Java, and etc.

2.3.2 The Purposes of BIPA

Program Implementation BIPA is one manifestation of the vision and mission UMM, which is to make real university in International estate. The BIPA UMM has some purposes: (1) Assisting Indonesian Government to build a positive image about Indonesia to other countries through Darmasiswa Program, (2) Increasing the image of the University of Muhammadiyah Malang as an International education institution, (3) Producing quality graduates from the Darmasiswa program, so they can be Indonesia representative to promote Indonesia in their host countries.